



# EDUCATION PROFESSIONS 13.1200.00

## TECHNICAL STANDARDS

An Industry Technical Standards Validation Committee developed and validated these standards on January 30 and February 6, 2023. The Arizona Career and Technical Education Quality Commission, the validating authority for the Arizona Skills Standards Assessment System, endorsed these standards on July 16, 2023.

Note: Arizona's Professional Skills are taught as an integral part of the Education Professions program.

**The Technical Skills Assessment for Education Professions is available SY2024-2025.**

**Note: In this document i.e. explains or clarifies the content and e.g. provides examples of the content that must be taught.**

### STANDARD 1.0 EXAMINE THE STRUCTURE AND OPERATION OF EDUCATION

- 1.1 Identify types of education systems (e.g., elementary, middle school, high school, and college or university)
- 1.2 Identify types of schools (e.g., traditional public schools, public charter schools, public magnet schools, private schools, online academies, and homeschooling)
- 1.3 Explain the typical organizational structure of a school (e.g., school board, superintendent, district and school leadership, teachers, and support staff)
- 1.4 Identify a school's most important stakeholders (i.e., students, families and guardians, teachers and administrators, school support staff, community leaders and business owners, law enforcement, etc.)
- 1.5 Research legislative issues that affect public school funding [i.e., taxes (property taxes, sales tax, bonds, overrides, etc.) capital, average daily membership (ADM), truancy and student attendance, maintenance and operations costs, etc.]
- 1.6 Discuss challenges that schools face (i.e., classroom size, poverty, family factors, technology, bullying, student attitudes and behaviors, parent involvement, etc.)
- 1.7 Explain factors that contribute to school effectiveness (e.g., strong leadership, safe and positive school climate and culture, high expectations for students and staff, parent/guardian involvement, and accessing community resources)
- 1.8 Identify career paths in education (i.e., elementary/secondary/postsecondary teacher, elementary/secondary/postsecondary education administrator, curriculum developer, instructional coordinator, school counselor, special education teacher, librarian, etc.)
- 1.9 Identify certifications available in the education industry [i.e., school administrators, teachers, specialists (reading instruction, teaching English as a second language, information technology, gifted and talented, substitution teaching), etc.]

### STANDARD 2.0 EXAMINE THE HISTORY AND PHILOSOPHY OF EDUCATION

- 2.1 Outline the history of education in the U.S. (i.e., include major events for educational milestones, etc.)
- 2.2 Identify the major philosophies of education and explain their significance to teaching and learning (i.e., behaviorism, progressivism, perennialism, existentialism, etc.)
- 2.3 Describe the benefits of being a teacher and the challenge to build an educated society (i.e., career outlook, building relationships with students, transferrable skills, job satisfaction, opportunities to learn, sense of community, etc.)
- 2.4 Examine current education issues in schools today that directly affect teaching (i.e., school safety, funding, disciplinary policies, technology in education, school vouchers, standardized testing, teacher salaries, recruitment and retention, etc.)

### STANDARD 3.0 EXAMINE THE PROFESSIONAL RESPONSIBILITIES OF TEACHERS AND PARAPROFESSIONALS

- 3.1 Research how to obtain and maintain an educator certification from the Arizona Department of Education
- 3.2 Identify areas of teacher professionalism [i.e., professional growth, collaboration, instruction, communication, confidentiality (e.g., FERPA), etc.]
- 3.3 Explain the curricular roles of teachers [i.e., lesson plan development, classroom time management, team planning and meetings, professional learning communities (PLCs), data input and analysis, professional development, etc.]
- 3.4 Describe additional duties and/or extracurricular activities of teachers (i.e., playground supervision, lunch supervision, managing student clubs, coaching sports, assisting with school events, etc.)
- 3.5 Discuss the supervisory and leadership roles of teachers (i.e., mandatory reporting, priority management, supervision of paraprofessionals, community leadership, etc.)

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- 3.6 Describe the collaborative roles of teachers (i.e., mentor relationships; mutual classroom observations; sharing ideas and experiences with colleagues; collaborating with special education specialists, gifted specialists, counselors, and reading specialists; collaborating with families and caregivers, etc.)
- 3.7 Explain a paraprofessional's roles and responsibilities (i.e., specially trained, credentialed, educated worker who provides educational staff support; responsibilities include assisting with lessons, daily classroom activities, and with paperwork and reports; etc.).
- 3.8 Discuss the collaborative role of the paraprofessional with district and site-level support staff (i.e., working with classroom teachers, special education specialists, gifted specialists, occupational, speech therapists, reading specialists, etc.)
- 3.9 Discuss options to become a paraprofessional (e.g., earn a high school diploma or GED, complete a college education, obtain training or experience, pass an assessment, and/or earn certification)
- 3.10 Describe steps to transition from a paraprofessional to a teacher (i.e., follow ADE requirements, organizational pathways, etc.)

#### **STANDARD 4.0 EXAMINE THE ROLES OF SUPPORT PERSONNEL AND VOLUNTEERS**

- 4.1 Describe the roles of certified support personnel (i.e., counselors, school psychologists, social workers, librarians/media specialists, language pathologists, school nurses, etc.)
- 4.2 Describe the roles of classified support personnel (i.e., food service workers, facility maintenance workers, transportation personnel, after-school program personnel, etc.)
- 4.3 Describe the roles of other professional support personnel (i.e., technology specialists, healthcare providers, occupational therapists, physical therapists, etc.)
- 4.4 Describe the roles of volunteers (i.e., parents, PTA/PTSA, community, etc.) such as one-on-one assisting students and serving on committees)

#### **STANDARD 5.0 EXAMINE 504 PLANS, GIFTED EDUCATION, AND INDIVIDUALIZED EDUCATION PROGRAMS (IEPS)**

- 5.1 Identify the legal responsibilities of Section 504, gifted education (Arizona Revised Statutes), and the Individuals with Disabilities Education Act (IDEA)
- 5.2 Compare and contrast a 504 plan, gifted education, and an Individualized Education Program (IEPs)
- 5.3 Explore instruction and practices based on 504 plans, gifted education, and IEPs

#### **STANDARD 6.0 EXAMINE CULTURALLY INCLUSIVE PRACTICES IN TEACHING AND LEARNING**

- 6.1 Describe a culturally diverse classroom (i.e., one that connects students' cultures, languages, and life experiences with what they learn in school, etc.)
- 6.2 Explain the teacher's role in a culturally responsive classroom (i.e., know students, maintain communication, demonstrate respect, incorporate diversity in lesson planning, give students flexibility, etc.)
- 6.3 Identify instructional components of a culturally diverse curriculum (i.e., have a knowledge of cultural diversity, develop dynamic and diverse instruction, contextualize learning; etc.)

#### **STANDARD 7.0 EXAMINE THE IMPACT OF CLASSROOM MANAGEMENT AND STUDENT ENGAGEMENT ON STUDENT LEARNING**

- 7.1 Explain classroom management as the foundation for effective student learning (e.g., establish and sustain an orderly environment for students, create opportunities for meaningful learning, consider whole group instruction, paired activities, and small group instruction)
- 7.2 Compare and contrast research- and evidence-based methodologies and techniques for classroom management (e.g., demonstrate model behavior; allow students to help establish rules, procedures, and consequences; encourage initiative; and praise/award good behavior/results)
- 7.3 Discuss the importance of documenting classroom management and student engagement activities and outcomes
- 7.4 Identify classroom instructional strategies used to engage student learning (i.e., cooperative learning, group discussion, making learning relative, independent study, journals/learning logs, reflection, etc.)
- 7.5 Describe motivation strategies that address the needs of students in diverse learning environments (i.e., relationship building, clear expectations and goals, engagement in varied experiences, intrinsic vs. extrinsic motivation, positive competition, etc.)

#### **STANDARD 8.0 CONSTRUCT AND TEACH A LESSON TO MEET THE NEEDS OF LEARNERS**

- 8.1 Define learning theories and their application to the classroom (i.e., behaviorism, cognitive, humanism, and connectivism)
- 8.2 Identify teaching methods that accommodate different learning styles (i.e., visual, auditory, reading and writing, kinesthetic, etc.)
- 8.3 Describe ways to accommodate English Language Learners (ELL) and English as a Second Language (ESL) students (i.e., simplify directions, translate directions orally, use a translation dictionary, etc.)

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- 8.4 Describe the components of an effective lesson plan (i.e., objectives, learning experiences, materials, resources, assessments, technology, accommodations/modifications, etc.)
- 8.5 Describe the importance of aligning learning with state standards and practices and expectations of public education agencies (school district and charter organizations)
- 8.6 Identify assessment strategies and explain how they inform instruction (e.g., Diagnostic, Formative, Interim, and Summative)
- 8.7 Explain formative versus summative assessment (e.g., norm-referenced and criterion-referenced)
- 8.8 Explain reflective practice in teaching (e.g., experiencing something, thinking on the experience, and learning from the experience)
- 8.9 Develop a lesson plan aligned with objectives, learning experiences, materials/technology, and assessments
- 8.10 Practice teaching a lesson to meet the needs of all learners including 504 plans, gifted education, and IEPs
- 8.11 Conduct a reflective evaluation of a lesson, including the mastery of objectives based on assessment results and student feedback

## **STANDARD 9.0 EXAMINE THE USE OF TECHNOLOGY IN EDUCATION**

- 9.1 Compare and contrast virtual teaching modalities (i.e., online, blended, synchronous, asynchronous, etc.)
- 9.2 Explore virtual career options (i.e., learning experience designer, instructional designer, LMS manager, assistive technology developer, etc.)
- 9.3 Explore pedagogies used to teach in-person, remote, and/or hybrid modalities [i.e., Universal Design for Learning (UDL); differentiated instruction; multiple means of engagement, expression, and representation, etc.]
- 9.4 Explore technology-integration frameworks that support student learning [i.e., technological, pedagogical, and content knowledge (TPACK); Substitution, Augmentation, Modification, and Redefinition (SAMR); etc.]
- 9.5 Research the use of artificial intelligence (AI) applications to enhance the learning process (i.e., personalized learning, visual information, adaptable access to information, etc.)
- 9.6 Explore examples of commonly used artificial intelligence (i.e., Lensa AI, Adobe Express, Quizlet, Amazon Alexa, etc.)
- 9.7 Research digital resources/tools that help teachers with planning instruction, classroom management, and communication [i.e., Learning Management Systems (LMS), digital planners, readymade resources, Open Educational Resources (OER), Professional Learning Network (PLN), etc.]